DOCUMENT RESUME

ED 477 748 SO 034 934

TITLE	Teacher's Guide to the Frontier Army Museum, Fort Leavenworth, Kansas.
PUB DATE	2001-00-00
NOTE	21p.; Produced by the Frontier Army Museum, Fort Leavenworth, Kansas.
AVAILABLE FROM	Fort Leavenworth Frontier Army Museum, Fort Leavenworth, KS 66027. Tel: 913-684-3186. For full text: http://leav-www.army.mil/museum/teachers_guide.htm.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	Built Environment; Elementary Secondary Education; Frontier History; Heritage Education; *Historic Sites; Material Culture; *Military Personnel; Physical Geography; Primary Sources; Social Studies; *United States History
IDENTIFIERS	Explorers; Site Visits; Timelines

ABSTRACT

After the Louisiana Purchase, Thomas Jefferson put together his own group to explore the new territory under the leadership of Captain Meriwether Lewis. After receiving training in how to make scientific observations and collect specimens, Lewis and Captain William Clark, and their small group of frontiersmen, set off in 1804 with Sacajawea as their guide to explore the land up the Missouri River and over the mountains to the Pacific Ocean. As the need grew to have a more organized and accurate approach to exploration, the government added topographical engineers to the peacetime Army in 1816. By the time their work was taken over by civilians in 1879, military explorers had mapped, explored, and described the entire trans-Mississippi. For over 30 years, the region around Fort Leavenworth was known as the "Permanent Indian Frontier" for the Plains Indians and the immigrant eastern tribes who had been relocated west of the 95th meridian. Fort Leavenworth was established in 1827 by Colonel Henry Leavenworth. This teacher's guide to the Fort Leavenworth Museum contains seven sections: (1) "Army Explorers of the 19th Century"; (2) "Army Exploration of the 19th Century"; (3) "Fort Leavenworth History"; (4) "Lesson Plan 1 Topographical Explorations" (Handout A); (5) "Lesson Plan 2 Railroad Surveys" (Handout A); (6) "Lesson Plan 3 Timelines"; (7) "Lesson Plan 4 Fort Leavenworth and Steamboats" (Handout A). (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 477 748

Teacher's Guide to the Frontier Army Museum, Fort Leavenworth, Kansas

Frontier Army Museum
Fort Leavenworth, Kansas
(913) 684-3186

http://leav-www.army.mil/museum/teachers_guide.htm

2001

SO 034 934

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent

Table of Contents

Army Explorers of the 19th Century. 1

Army Exploration of the 19th Century 5

Fort Leavenworth History 6

Lesson Plan 1 – Topograhical Explorations 9

Lesson 1 Handout A 9

Lesson Plan 2 – Railroad Surveys 11

Lesson 2 Handout A 12

Lesson Plan 3 – Timelines 14

Lesson Plan 4 – Fort Leavenworth and Steamboats 15

Lesson 4 Handout A - Famous Visitors by Steamboat to Fort Leavenworth 17

Army Explorers of the 19th Century

Explorer(s)	Time	Place	Major Accomplishments
Meriwether Lewis & William Clark	1804-06	Upper Missouri River Columbia River to the Pacific Ocean	Explored much of the Louisiana Purchase; mapping; collected natural history specimens
Zebulon Pike	1805-06 1806-07	Upper reaches of the Mississippi; the Southwest	Discovered Pike's Peak, explored much of the Mississippi's upper regions
Stephen A. Long	1819-20	Plains along the Platte River to the Colorado Rockies	Discovered and named Long's Peak; measured the height of Pike's Peak; collected plant, rock, and animal specimens for public viewing; more accurate maps; incorrectly labeled the high plains the "Great Desert"
Lewis Cass & Henry Schoolcraft	1820	South shore of Lake Superior and the waterways connecting it to the Mississippi River	Discovered copper, iron and lead deposits on the south shore; improved Indian relationships involved with the fur trade
Henry Schoolcraft	1832	Lake Superior, Minnesota	Discovered the source of the Mississippi, named it lake Itasca; first map of the lake country; vaccinations and census of the Ojibways
Joseph Nicollet	1838-39	Valley of the Minnesota and its tributaries; the Dakotas	Noticed the changes in the Missouri since the Lewis & Clark expedition; famous map of the Upper Mississipppi Valley
John C. Fremont	1842	Plains up the Platte River to Fort Laramie to the South Pass gateway to Oregon to the Wind River range	Removed the label of Great American Desert from the plains which provided for farming and supplies for emigrants

John C. Fremont	1843-44 1846	All the way to the Pacific	Glowing description of the Great Salt Lake area; identification of the Great Basin; Charles Preuss' maps of western country including the Oregon Trail with annotations; reports on the growing migration to California
Stephen Watts Kearny	1845	Oregon Trail	Provide a show of force to the Sioux
James W. Abert & Thomas Fitzpatrick	1845-46	New Mexico, Oklahoma, Texas	Located crucial locations of water, wood and grass; information on the Comanche and Kiowa, described the Rio Grande Valley, its uses and possibilities for the region
William H. Emory	1846	New Mexico, California	Provided intelligence that New Mexico would require irrigation, had scarce fertile lands that would make slavery unprofitable; Mexican government not responsive to citizens, therefore there would be little local resistance to American roads or railroads; first accurate maps of Southwest
Emory et.al.	1849-54	Texas, New Mexico, Arizona, California	Survey of United States/Mexico boundary, including the Gadsden Purchase of 1854; natural history collections of the Southwest; master map of the entire trans-Mississippi West
Group under United States Commissioner Archibald Campbell	1857-75	Rockies, Washington	Determined the Canadian boundary west of Lake of the Woods; natural history on a smaller scale which was not made public because of the Civil War
Joseph E. Johnston	1849-51	Texas	Roads to tie the forts and towns of Texas together
William H. Echols	1859-60	Texas	Use of camels

James H. Simpson & Richard Kern	1849	New Mexico	Canyon exploration; pueblo culture and archaeology
John N. Macomb	1856	New Mexico	Roads which formed the basis for New Mexico's highway and railway system
William H. Warner, Robert S. Williamson, George H. Derby	1849-1853	California	Checked out routes connecting San Diego and San Francisco, found a railroad pass through northeastern California
Howard Stansbury, John W. Gunnison	1849	Great Basin	First to travel around the Great Salt Lake; mapping; collection of natural history specimens
John S. Newberry	1859	Colorado River, Grand Canyon	Geological study of canyons; used concept of "key studies" of single peaks to understand an entire region
Isaac I. Stevens	1853-54	Northern route from St. Paul to Puget Sound between the 47th and 49th parallels	Determined that it was possible but not easy as a railroad route because of the mountains and snow
John W. Gunnison	1853-54	38th parallel from the headwaters of the Arkansas to Great Salt Lake	Determined that the 41st parallel was better than the 38th for a railroad and that a suitable pass was a key
Lt. Amiel W. Whipple	1853-54	35th parallel from Ft. Smith to California via Albuquerque	Well-suited for a railroad with no problems not already encountered in eastern railroads
Lt. John Pope & Lt. John G. Parke	1853-54	32nd parallel through Texas and the Gadsden Purchase	Suited for a railroad, but would need sources of water

Lt. Gouverneur Warren	1855-58	Northern fronter, Nebraska Territory, northern Missouri and Yellowstone Rivers	Compiled data brought back from all railroad surveys and made a map of the trans-Mississippi West; mapped northern plains; stuck to the facts on his maps or left them blank if unknown
William F. Raynolds	1859	Upper Yellowstone	Last topog to lead an exploring party
Clarence King	1867	40th parallel along the Union Pacific and Central Pacific Railroads	Used concept of zonal parallelism(metal deposits occur in parallel longitudinal lines) to determine locations of mineral deposits; published works on fossils and birds were scientific best sellers
Lt. George M. Wheeler	1871-79	Death Valley	Mapped location of water; brought photographer and journalist along for publicity; mapped nearly ¼ of the region west of the 100th meridian; over 61,000 specimens collected, most were sent to the Smithsonian

Army Exploration of the 19th Century

Jefferson had completed negotiations for the Louisiana Purchase, he wanted to know what was included in this new territory. At that time, the United States government did not have anyone who was in charge of making and collecting maps for the nation. So, Thomas Jefferson put together his own group to explore the Louisiana Purchase under the leadership of Captain Meriwether Lewis. After receiving training in how to make scientific observations and collect specimens, Lewis and Captain William Clark and their small group of frontiersmen set off in 1804 with Sacajawea as their guide to explore the land up the Missouri River and over the mountains to the Pacific Ocean.

The first explorers were basically beginners. They had very little formal training. As the need grew to have a more organized and accurate approach to exploration, the government added topographical engineers to the peacetime Army in 1816. As officers in the Corps of Engineers, "topogs" served as surveyors, explorers, and cartographers. Starting with only six topogs in 1816, the Corps of Topographical Engineers became an independent agency and numbered thirty-six officers by 1838. During the 1840's topogs sent back information about the plants, animals, and minerals, the geography, and the native peoples of the West. In the 1850s, their work focused on road building and surveys for railroads. By the time their work was taken over by civilians in the 1879, military explorers had mapped, explored, and described the entire trans-Mississippi

Schubert, Frank N. Vanguard of Expansion: Army Engineers in the TRans-Mississippi West 1819-1879. Washington, D.C.: Historcal division, Office of Administrative Services, Office of the Chief of Engineers. 1980.

BEST COPY AVAILABLE

Fort Leavenworth History

During the 18th century, the Missouri river region, which includes what is known today as Fort Leavenworth, saw competition between the French and the Spanish. The French succeeded in gaining preeminence primarily because they had better trading relations with the Native Americans in the area. Because the French wanted to promote this trade, they founded Fort de Cavagnial in 1744 in the approximate vicinity of today's Fort Leavenworth. Fort de Cavagnial was evacuated in 1764 after France ceded her Louisiana territories west of the Mississippi to Spain. For a brief period of time, the territory reverted to France, but in 1803 it became a part of the United States as part of the Louisiana Purchase. Beginning with Meriwether Lewis and William Clark, the Frontier Army took part in the massive undertaking of exploring, charting, and describing the vast new reaches of the country.

For over thirty years, the region including Fort Leavenworth was known as the"Permanent Indian Frontier" for both the Plains Indians and the immigrant eastern tribes who had been relocated west of the 95th meridian.The Frontier Army protected the Indians from encroaching settlers and worked to suppress the liquor traffic coming into the Indian villages. The Army also labored to reduce inter-tribal wars and to regulate and protect legitimate trade. Protecting trade became a primary responsibility after the independence of Mexico in 1821 provided the opportunity for trade with Santa Fe. The need for military protection from hostile Indians for the traders along the Santa Fe Trail resulted in the establishment of Fort Leavenworth in the spring of 1827 by Colonel Henry Leavenworth. The infantry soldiers assigned to Fort Leavenworth began their escort duties in 1829. However, it soon became apparent that more mobile troops were needed to respond to the Plains Indians. The Battalion of Mounted Rangers was formed in 1832 as a temporary fix. Mounted regulars, known as dragoons, were established in 1833 and replaced the infantry at Fort Leavenworth in 1834. Throughout the 1830s and 1840s the dragoons continued with both peace keeping missions and exploratory expeditions.

As tensions grew between Mexico and the United States in the early 1840s, Fort Leavenworth achieved prominence as a base of operations for the "Army of the West". Given the task of securing New Mexico, California, and adjoining territories, Colonel Stephen Watts Kearny and his troops left from Fort Leavenworth in 1846. After the capture of Santa Fe, they linked up with other American forces to retake California. Other troops outfitted, equipped, and trained at Fort Leavenworth included those under Colonel Alexander W. Doniphan and Colonel Sterling Price and support troops including the Mormon Battalion under Philip St. George Cooke. The Mexican War concluded with the signing of the treaty of Guadalupe Hidalgo in 1848. In the meantime, the Oregon Land dispute with Great Britain had been peacefully settled in 1846, leaving the boundaries between Canada and Mexico secure.

With the end of the Mexican War, traffic increased not only along the Santa Fe Trail, but also on the Oregon Trail. The discovery of gold in California turned this traffic into a torrent. More and more, whites encroached on the Native Americans' land. Troops from Fort Leavenworth were increasingly called on to safeguard the trails, and the fort itself became essential as a supply depot and arsenal for forts further to the west. In addition, with the Kansas Nebraska Act of 1854, the Army spent much time attempting to keep the lid on the pot of trouble between the proslavery bushwhackers and the free soil jayhawkers. Military expeditions from Fort Leavenworth under General Albert Sidney Johnston also assisted in 1857-58 with bringing the Mormons in Utah under Brigham Young back under federal control.

During the Civil War, thousand of recruits were recruited and mustered out from Camp Lincoln at Fort Leavenworth. Between 1861 and 1865, the regular army formed the foundation on which volunteer forces were built. Fort Leavenworth was considered a rich prize by Confederate General Sterling Price who advanced towards the fort in 1864. Before reaching the fort, however, he was defeated in the battle of Westport on October 23, 1864. Railroads stretching towards the west came under increasing attack by the Plains Indians during the Civil War. Because the western posts were undermanned, confederate prisoners were called upon to help fight the hostile Indians. Five of these regiments were outfitted at Fort Leavenworth. After the Civil War, many regular and volunteer troops saw the Frontier Army as a good opportunity. However, the Army was reduced to its pre-war status, with one new change. Four segregated black regiments, two cavalry and two infantry, were added. The first commander of the 10th Cavalry was Colonel Benjamin Grierson. His unit gained fame as "Buffalo Soldiers", a name given them by the Indians. The 10th Cavalry transferred from Fort Leavenworth to Fort Riley to guard the construction of the Kansas Pacific Railroad and eventually returned to Fort Leavenworth in 1931.

Between 1866 and the end of the Indian wars in the 1890s , the Frontier Army was engaged in over one thousand battles and skirmishes with Native Americans. The Indians wanted to maintain their lands and freedom, and the United States government wanted to place the Indians on reservations. With the constant breaking of treaties and an inability to send the Indians promised supplies, the Indians did not feel compelled to keep treaties on their own end. Fort Leavenworth was directly involved in the Indian wars through 1878, when Chief Joseph's Nez Perce tribe was detained at the fort after their defeat in 1877.

Even as the role of the Frontier Army in controlling the Native Americans began to diminish, the role of Fort Leavenworth continued to expand in other ways. The military prison opened in 1875. Prisoners produced many military goods, including shoes, boots, and chairs. They also participated in quarrying rock and in construction. The prison's commitment to rehabilitation continues today with many vocational training programs. In addition in 1881, the School of Application for Infantry and Cavalry, the forerunner of today's Command and General Staff College was formed. Although enduring breaks in service that came as a result of the various wars of the 20th century, the schools have produced many prominent students and instructors including George C. Marshall, Douglas MacArthur, William Mitchell, "Hap" Arnold, Dwight Eisenhower, Omar Bradley, and George S. Patton, Jr.

Meanwhile, the Frontier Army performed its last services for the United States. In 1870, the Army's Signal Corps developed a national weather service. The Frontier Army also patrolled the first National Park, Yellowstone, to protect it from vandalism and poaching. By 1886, Army engineer officers had become the superintendents of all National Parks and continued in this role until 1916 when the National Park Service took over. The Frontier Army's final military actions took place in Mexico in 1916-17 as American troops sought to bring Pancho Villa to justice after he had attacked and looted the town of Columbus, New Mexico. As America readied to enter World War I, the international American Expeditionary Force took over the reins.

Lesson Plan 1

Topographical Explorations

Objective: Students will be able to recognize the cause and effect relationship between army exploration and national events in the 1800s.

Materials Needed: Copies of the Army Explorers of the 19th Century Chart and Handout A for each student. American History textbook. United States Atlas and/or Maps.

Procedure: Divide students into groups. Assign one group to each of the following time periods: 1800-1840; 1841-1848; 1849-1859; 1860-1879. Give each group a copy of the questions on Lesson 1, Handout A. Have each group use the chart, their textbooks, maps, atlases, or other resources to answer the questions. Each student will need to have their own copy of the answers to the questions. When the groups have answered the questions, have them report their answers to the class. Here are a couple of cooperative learning suggestions for sharing the information:

1. Have students mix around the room. At a pre-selected signal, students need to pair with another student who was not in their original group. Ask the students a question. Give time for each student to answer the question for each other from their notes. After each student has had an opportunity to share their information, have students mix around the room again and repeat procedure.

2. Have students number off within each group. Call a number. That person "strays"to another group to gather or share information on a particular question. Continue calling numbers and having students "stray" to different groups. Eventually, have all "strayed" students meet back in their group to share gained information.

Lesson 1

Handout A

1. Who were the famous explorers of your assigned time period?

2. What area of the United States did they explore? Find these areas on a map in your textbook or in an atlas. Be prepared to show them to your classmates.

3. What do you think was the most important discovery or accomplishment of your time period? Explain your answer.

4. What else was happening in the United States during this time? Name at least three events. Would any of these events require further exploration of the United States? If you were president during these events, where would you want explorers to go and what would you want them to find out?

5. There were many reasons for exploration during the 1800s, including mapping, collecting natural history specimens, making boundaries, determining where roads and railroads should go, and finding out about the people who already lived in an area. What do you think was the main reason for exploration during your time period? Explain your answer.

Lesson Plan 2
Railroad Surveys

Objective: Students will understand the impact of physical geography on the decision making process in the development of railroads.

Materials Needed: physical maps of the United States for each group; access for each group to encyclopedias, almanacs, or CDroms with climate, flora, and fauna information for states west of the Mississippi, copies of Handout A for each student, copies of *Army Explorers of the 19th Century* chart.

Background: As the need for a transcontinental railroad grew during the 1850's with the United States' expansion to the Pacific Ocean, Congress was urged to consider possible routes and financial assistance for the building of the railroads. Although at one time more than one line was considered, that idea was rejected as being too costly. Of the many routes possible, four that had congressional backing were chosen for a closer look. Between 1853-54, these routes were surveyed. While railroad construction was considerably slowed by the Civil War, transcontinental lines were eventually built on or near all four routes surveyed. Probably one of the greatest successes of the survey process, though, was the collection of flora, fauna, geological, and geographical information for the entire trans-Mississippi West region which eventually filled a thirteen volume final report.

Schubert, Frank N. Vanguard of Expansion: Army Engineers in the Trans-Mississippi West 1819-1879. Washington, D.C.: Historical Division, Office of Administrative Services, Office of the Chief of Engineers. 1980.

Procedure: Divide students into groups. Assign each group to be one of the following railroad survey leaders and their group of explorers from the *Army Explorers of the 19th Century* chart: Isaac I. Stevens, northern route from St. Paul to Puget Sound between the 47th and 49th parallels; John W. Gunnison, 38th parallel from the headwaters of the Arkansas to Great Salt Lake; Lt. Amiel W. Whipple, 35th parallel from Ft. Smith to California via Albuquerque; and Lt. John Pope & Lt. John G. Park, 32nd parallel through Texas and the Gadsden Purchase. Have students work in groups to complete the map and survey questions. When they have finished, have each group make a presentation to the class on their findings. Compare their findings with those of the actual surveyors. Have the class decide which route would be the most practical choice for a railroad.

Lesson 2
Railroad Surveys
Handout A

1. Using another map as a guide, draw in the parallel for your railroad survey. Mark the beginning and ending points you would choose for your railroad.

2. Assign each member of your group to one of the following topics: major landforms; major rivers or bodies of water; climate (average rainfall/snowfall, low and high temperatures in summer and winter); and plants and animals. Each member should research their topic along the route of your railroad survey from the beginning to the end point.

3. Report your findings to the group. Based on your findings, would your route be suitable for the development of a railroad? Consider the following questions in making your decision:

   Is there adequate water spaced evenly along your route (steam engines require filling with water every fifteen to thirty miles)?

Are there any natural resources (trees for lumber, vegetation to feed horses and mules, animals to be hunted for food for workers) available for the building of your railroad? Where are they? Are they spread evenly along your route or would you have to transport them a long distance to where they were needed?

How many months during the year would you be able to build/run your railroad? Are there months when there would be too much rain or snow? Too little rain? Too hot? Too cold?

Are there mountains,deserts, or other major landforms which might be difficult to cross? Is there a way around these obstacles that is not too far away?

What other information did your group discover that you consider important?

4. What is the best feature of your railroad route?

5. What is the worst feature of your railroad route?

Lesson Plan 3
Timelines

Objective: Students will recognize events in the history of Fort Leavenworth and the Frontier Army within the context of United States history.

Materials Needed: Copies of *History of Fort Leavenworth and the Frontier Army* for each student. History textbooks.

Procedure:
Have students create a timeline that combines events from the *History of Fort Leavenworth and the Frontier Army* with other events that were occuring in United States History at the same time. You might want to divide your students into groups and assign each group just one or two decades to research. Once they have completed their timelines in small groups, have each group add their events to a large class timeline on butcher paper and illustrate the events.

Lesson Plan 4
Fort Leavenworth and Steamboats
Grades 5-12
2 class periods

Objectives:
Students will understand the impact of the steamboat on western development.
Students will be able to identify famous people of the American frontier.

Materials Needed: background information, maps of the United States, textbooks, encyclopedias, pencil, paper, colored pencils

Background:

Fort Leavenworth, the frontier army, and steam boating had a strong link in the first half of the nineteenth century. Even before Fort Leavenworth was established in 1827, the Congress had appropriated $6500 for Major Stephen H. Long of the army topographical engineers to explore western rivers, including the Ohio, Mississippi, and Missouri, on the "United States Steam Boat *Western Engineer*" and to report on their navigation and potential problems with snags, sand bars, and rapids. Although the Lower Missouri – from St. Louis to Fort Leavenworth – had long been navigated by keelboats and Mackinaws, the first steamboat to enter the Missouri was the *Independence* in 1819. The *Western Engineer* under Long followed that same year, along with five other steamboats requisitioned by the government for transporting troops, but only the *Western Engineer* made it as far as the original Council Bluffs, just north of today's Omaha. However, it wasn't until 1829, two years after Colonel Henry H. Leavenworth established Cantonment Leavenworth on the Kansas side of the Missouri, that regular steamboat service between St. Louis and the post began.

Even the fur companies continued to rely on the keelboats and Mackinaws into the early 1830s. In 1830 Pierre Chouteau, Jr. wrote a letter to American Fur Company headquarters in New York City and suggested the use of steamboats to bring provisions to the upper reaches of the Missouri each spring, returning to St. Louis in the early spring with some of the peltries. The rest of the furs would still be sent downriver later in the year on the usual keelboats and Mackinaws. This practice, of sending provisions up in the spring on the steamboats and sending furs down in the fall on keelboats or mackinaws, continued throughout the next thirty years. The American Fur Company's first steamboat, a small side-wheeler, the *Yellowstone*, made its first run up the Missouri leaving St. Louis on April 16, 1831. She reached Cantonment Leavenworth on May 1 and the company's Fort Tecumseh on June 19. No previous steamboat had gone beyond Council Bluffs.

Through 1854, when Kansas achieved territorial status, Fort Leavenworth saw a steady stream of visitors brought by steamboat to the edge of the frontier. The 1830s saw the arrival of fur traders, merchants, Indian agents, dragoons, doctors, missionaries, explorers, naturalists, artists, hunters, and adventurers. The 1840s witnessed the arrival of thousands headed for the Gold Rush in California and for homes in Oregon. Mormons, many of them emigrants from Europe, joined others headed for Utah. During the Mexican War, 1846-1848, thousands of troops, horses, laundresses, and supplies

arrived at Fort Leavenworth by steamboat from Jefferson Barracks in St. Louis to begin their journey south along the Santa Fe Trail. Finally, when Kansas became a territory as part of the Kansas-Nebraska Act in 1854, steam ferries brought many Missouri natives across the river to stake claims in an attempt to establish Kansas as a slave state.

Throughout these years, steamboat travel involved many perils. Snags and sand bars often grounded or sank boats. Although grounded boats could often be saved, much work was required to repair them and to dry their cargo. At times, if it did not appear the boat could be moved soon, the passengers and cargo might be transferred. In May 1851, 120 troops on the grounded *St. Paul* were transferred to the *Alton* to continue their trip to Fort Leavenworth. Ice in the river could also cause problems. The first steamboat of the year usually began travel on the Missouri sometime in February and travel could continue until November. However, sometimes the attempt was made too soon as with the *El Paso* in February 1852. The boat was crippled by ice and had to put its cargo ashore at Fort Leavenworth and then transfer its passengers to the *Kansas*. In addition to problems for the steamboats there were other problems for their passengers. Cholera was a constant concern. In July of 1833, only two out of a crew of ten survived a cholera outbreak on the *Yellowstone*. Residents along the river threatened to burn the boat. Another major cholera epidemic on the river occurred among Mormon emigrants from England. By the time the *Mary* reached St. Joseph from St. Louis, 47 out of 250 emigrants had died. Reports of cholera on steamboats during this time period were common and often resulted in desertion of the ship by its officers and citizens attempting to prevent landings.

Sources:

Barry, Louise. The Beginning of the West: Annals of the Kansas Gateway to the American West 1540-1854. Topeka: Kansas State Historical Society. 1972.

Drago, Harry Sinclair. The Steamboaters: From the Early Side-Wheelers to the Big Packets. New York: Dodd, Mead & Co. 1967.

Hill, Forest G. Roads, Rails & Waterways: The Army Engineers and Early Transportation. Norman: University of Oklahoma Press. 1957.

Hunt, Elvid. History of Fort Leavenworth 1827-1937. Fort Leavenworth: The Command and General Staff School Press. 1937.

Activity: Journals of Famous Visitors by Steamboat to Fort Leavenworth
Procedure: After introducing students to the background information, assign each student one of the "famous visitors" from the chart below. Have students research some additional facts about their assigned character in their textbook, encyclopedia, or the Internet. Have students write a fictional journal entry for their character based on their life. In their journal entry, they should include information about their occupation, what they hope to accomplish by traveling west, what their journey west on the steamboat might have been like, what other types of people they might have seen, what the weather was like, etc. In addition, they should draw a picture of something they have seen on their journey that would have been important to them or would have made a lasting impression. Have students take turns sharing their completed work.

Famous Visitors by Steamboat to Fort Leavenworth*

Name	Description	Date arrived at Fort Leavenworth	Steamboat
Pierre Chouteau, Jr.	Fur trade monopoly of the Missouri River Valley	May 1, 1831	*Yellowstone*
George Catlin	Artist famous for work on American Indians	September 1832	Upriver on *Yellowstone*, downriver by canoe
William Clark	Lewis & Clark expedition, 1804-06	September 30, 1836	*Boonville*, left for St. Louis on the *Diana*
Philip Kearny	Nephew of Stephen W. Kearny, later general in the Civil War	June 6, 1837	*Kansas*
Rev. Pierre Jean DeSmet	Jesuit missionary to the Indians, peace negotiator	May 21, 1838	*Howard*
John J. Audubon	Artist specializing in study of birds	May 3, 1843	*Omega*
Stephen W. Kearny	Commanding officer at Fort Leavenworth, 1843-1844, commanded Western Army of the United States during the Mexican War	May 15, 1846	*Amaranth* (leaving Fort Leavenworth to establish new post – the first Fort Kearny)
Philip St. George Cooke	Led the Mormon Battalion during the Mexican War	July 6, 1846	*Amaranth/Corinne*
Keokuk	Head chief of the "Mississippi" Sacs	mid-March 1847	*Amelia* (left to go to St. Louis with 10 other Indians to appear in the circus)
John C. Fremont	The "Pathfinder" – explorer of the Army Topographical Corps	August, 1847	*Martha* (on the way to Washington D.C. via St. Louis to be court-martialed for insubordination of Kearny.
Andrew H. Reeder	Appointed first territorial governor of Kansas	October 7, 1854	*Polar Star*

*These are not necessarily the only times these visitors came to Fort Leavenworth by steamboat.
Source: Barry, Louise. The Beginning of the West: Annals of the Kansas Gateway to the American West 1540-1854. Topeka: Kansas State Historical Society. 1972.

In addition, consider including these women who surely traveled by steamboat at sometime with their famous husbands, but who are not specifically noted in the records:
Jessie Benton – wife of John C. Fremont, daughter of Senator Thomas Hart Benton of Missouri. She wrote about many of Fremont's adventures, including many magazine articles.

Lucy Bakewell – wife of John J. Audubon. She worked as a governess and teacher in Louisiana to help support her family.

Mary Radford – wife of Stephen W. Kearny. She accompanied him to Fort Leavenworth. Several of their nine children were born at the post.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

[ ] This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

[X] This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").